

PREGNANCY PREVENTION INTERVENTION IMPLEMENTATION REPORT

Intervention Name: *Teen Outreach Program (TOP)*

Developer: Brenda Hostetler

Program Description: The *Teen Outreach Program™ (TOP™)* is a national youth development program designed to prevent adolescent problem behaviors by helping adolescents develop a positive self-image, effective life management skills, and achievable goals. The program is directed toward reducing rates of teenage pregnancy, school failure, and school suspension. The focus is to engage young people in a high level of community service learning that is closely linked to classroom-based discussions of future life options. The program can be integrated into the curriculum of schools and is also implemented as an out-of-school program through community-based youth organizations, local health departments, and social service agencies. The program consists of supervised community service learning, classroom-based discussions, and activities related to key social-developmental tasks of adolescence.

Component 1: Community Service

Participants engage in a minimum of 20 hours of community service learning per academic year. TOP™ staff guide the youth in choosing, planning, implementing, reflecting on, and celebrating their service learning project. Service projects may include direct service, indirect service, or civic actions.

Component 2: Classroom Activities and Community Service Learning

TOP™ groups meet at least once a week throughout the school year (nine months) to discuss topics from the Changing Scenes© curriculum, including communication skills/assertiveness, understanding and clarifying values, relationships, goal-setting, influences, decision-making, and adolescent health and sexual development. Although pregnancy prevention is a main outcome of the TOP™ program, less than 15 percent of the curriculum would be considered sex education. The curriculum uses a variety of experiential methods to engage youth, including small-group discussions and role-playing. A community service learning guide aids discussions about volunteer experiences to tie together the classroom and community service learning aspects of the program, allowing youth to process and reflect on their service activities. Group facilitators include teachers, guidance personnel, or youth workers who have been trained to facilitate the discussions outlined in the curriculum.

Target Population:	Available information describes the target population as youth from disadvantaged and at-risk circumstances, ages 12 to 18, voluntary or referred.
Curriculum Materials:	Four levels of the “Changing Scenes” curriculum are available to ensure age/stage-appropriate activities. The curriculum also includes a community service learning guide. Wyman Center, at http://wymancenter.org/wyman_top.php , has more information on materials and related costs.
Training and TA:	Organizations that wish to bring TOP™ to their community must become a replication partner with Wyman. Program and budget information for TOP™ is available on the Wyman website, http://wymancenter.org/wyman_top.php . For additional information on being a replication partner or additional questions about TOP™, please contact Felice McClendon, TOPnet Manager (felice.mcclendon@wymancenter.org).
<u>Research Evidence</u>¹	
Study Citation:	Allen, J. P., Philliber, S., Herrling, S., & Kuperminc, G. P. (1997). Preventing teen pregnancy and academic failure: Experimental evaluation of a developmentally based approach. <i>Child Development</i> , 68(4), 729-742.
Population Evaluated:	<p>High school students in grades 9 through 12</p> <ul style="list-style-type: none"> • Mean age 15.8 years • 67% African American, 19% white, 11% Hispanic, 3% other • 85% female and 15% male
Setting:	Classrooms and after-school activities in high schools at 25 sites across the United States
Study Findings:	At the 9-month follow-up: female adolescents participating in the program were significantly less likely to report a pregnancy during the academic year of the program.

¹ This summary of evidence is limited to studies of the intervention meeting the inclusion criteria and evidence standards for the Pregnancy Prevention Research Evidence Review. Findings from these studies include only those showing a statistically significant positive impact on sexual risk behavior or its health consequences. Studies may present other positive findings beyond those described; however, they were not considered as evidence for effectiveness because they focused on non-priority outcomes or subgroups, did not meet baseline equivalence requirements, or were based on follow-up data with high sample attrition. For additional details on the review process and standards, see the review's Technical Documentation.